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by all available means, through suggestions by classmates or teacher or any writer who has been interested in a similar problem. Later, of course, if this process is to be of any value, it is essential that there be sorting out of the methods tried through hearty and positive class criticism. But is it possible to secure these important benefits of personal expression through the assignment of only one method of meeting a given problem?

Dr. Klapper's book is the best contribution I have yet seen to the problem of language-work in the elementary school. It says a number of things that cannot be said and emphasized too often, and it makes them admirably concrete and usable. It should be known and studied by all grade- and high-school teachers, and by everyone engaged in preparing such teachers or in supervising their work.

S. L.

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

Critical Essays of the Eighteenth Century. By WILLARD HIGLEY DURHAM.

New Haven, Conn.: Yale University Press, 1915. Pp. 445. \$1.75.

A substantial volume making generally available a number of critical essays heretofore accessible only to the few.

Studies in Milton and an Essay on Poetry. By ALDEN SAMPSON. New York:

Moffat, Yard & Co., 1913. Pp. 310.

A critical review of the poetical works of Milton supplemented by an essay on "Certain Aspects of the Poetic Genius."

The Unveiling. By JACKSON BOYD. New York: Putnam, 1915. Pp. 255.

\$1.25.

"A poetic drama in five acts." A philosophical student dreams that statues of Ormazd and Ahriman come to life and solve for him the problems of existence.

Schools of To-Morrow. By JOHN DEWEY and EVELYN DEWEY. New York:

E. P. Dutton & Co., 1915. Pp. 316.

An exposition of newer ideals of education as exemplified in the work of several schools of a highly progressive type. The facts were gathered by Miss Dewey; the interpretation of them was supplied in large measure by Professor Dewey.

The New Education. By SCOTT NEARING. Chicago: Row, Peterson & Co., 1915. Pp. 264.

A lively account of the author's visits to schools in different parts of the United States and his interpretation of what he saw. The author believes that the schools are being reformed in the interests of the children themselves.

Child Training. By V. M. HILLYER. New York: Century Co., 1915. Pp. 299. \$1.50.

A comprehensive series of activities to form useful habits, to train in courtesy, in story-telling, in dancing, etc., and also to give manual dexterity and information. Because of its concreteness the book will prove highly suggestive to parents and teachers. It is intended to provide a course for children under school age.

Methods of Authors. By DR. HUGO ERICHSEN. Boston: Writer Publishing Co., 1894. Pp. 170.

Not a new work but nevertheless highly suggestive as to the actual processes of composition.

Interpretation of the Printed Page. By S. H. CLARK. Chicago: Row, Peterson & Co., 1915. Pp. 315.

A practical text for high schools and normal schools. The method is wholly concrete and admirably adapted to form right habits of reading, both silent and oral. All teachers of literature should go carefully through the book.

Enunciation and Articulation. By ELLA M. BOYCE. Boston: Ginn & Co., 1915. Pp. 90. \$0.30. Revised edition.

Exercises for training children in clear and correct speech.

The Art of the Short Story. By CARL H. GRABO. New York: Scribner, 1913. Pp. 321. \$1.25.

An excellent college textbook for classes in the writing of the short story.

Principles of Composition. By PERCY H. BOYNTON. Boston: Ginn & Co., 1915. Pp. 386. \$1.00.

A textbook for college Freshmen in which an attempt has been made to recognize the difference between statement of fact and interpretation and also the demands of interest. The exercises provided are stimulating and well adapted to the classes the author has in mind.

Written English. By EDWIN C. WOOLLEY. New York: D. C. Heath & Co., 1915. Pp. 300. \$1.00.

"A course of lessons in the main things to know in order to write English correctly." More distinctly a practice manual than most of the author's previous works.

Effective Business Letters. By EDWARD HALL GARDNER. New York: Ronald Press Co., 1915. Pp. 376.

Prepared for college classes and for men in business. The practice of the leading firms in Chicago and elsewhere is reflected.

Personal Efficiency and Selling. By IRVING R. ALLEN. Chicago: LaSalle Extension University, 1915. Pp. 315.

One of the basic texts of the correspondence course in business administration offered by LaSalle Extension University. The entire work is made up of pointed suggestions grouped under appropriate headings.

Commercial Education in Public Secondary Schools. By F. V. THOMPSON. Yonkers-on-Hudson, New York: World Book Co., 1915. Pp. 194.

Based upon investigation. Because of the present vocational trend high-school teachers of English should be familiar with the facts set forth.

The Best Private Schools. A handbook compiled by PORTER E. SARGENT. Boston: Porter E. Sargent, 1915.

Michael O'Halloran. By GENE STRATTON-PORTER. Garden City, N.Y. Doubleday, Page & Co., 1915. Pp. 560. \$1.35.

The story of an Irish lad who proves himself a hero, by the creator of *Freckles*. Both provide excellent material for the study of the sources of wide popular appeal.

Short Stories. Selected and edited by LEONARD B. MOULTON. Boston: Houghton Mifflin Co., 1915. Pp. 246.

Ten American stories, mainly by living writers. The editor's notes aim at the enjoyment of artistic technique to a degree beyond the capacity of the high-school age.

Oxford Garlands: Poems on Sport, Echoes from the Classics, Poems on Travel, Poems on Life, Love Poems, Religious Poems, Patriotic Poems, Poems on the Arts, Sonnets, Poems on Children. Selected by R. M. LEONARD. New York: Oxford University Press, 1914. Pp. 128 each. 7d. a volume. Convenient, attractive, inexpensive, and well edited. Excellent for the school library.

Tales of the Middle Ages. Edited by C. L. THOMSON. London: Horace Marshall & Son, 1905. Pp. 131. 1s.

Stories of Lear, Havelok the Dane, Sir Bevis, Guy of Warwick, King Horn, Sir Gawain, and Sir Cleges.

The Celtic World. Edited by C. L. THOMSON. London: Horace Marshall & Son. Pp. 155. 1s.

Irish, Welsh, and Breton stories edited for children.

New English Reading Book, Book I, Fairy Tales. Edited by C. L. THOMSON, London: Horace Marshall & Son. Pp. 160. 1s. Illustrated.

The first of an excellent series of six books containing material from legend, myth, and biography.

Indian Legends. By MARION FOSTER WASHBURN. Chicago: Rand McNally & Co., 1915. Pp. 144. \$0.45. Illustrated in colors.

Peter and Polly in Summer, Peter and Polly in Winter, and Peter and Polly in Spring. By ROSE LUCIA. Chicago: American Book Co., 1912, 1914, 1915. Pp. 144, 160, 176.

Easy but lively accounts of the experiences of the country. Illustrated with photographs. Excellent supplementary reading.

Fairy Plays for Children. By MABEL R. FOODLANDER. Chicago: Rand McNally & Co., 1915. Pp. 137. \$0.40.

Worked out in the Ethical Culture School in New York. Photographs and directions for production make the book especially valuable to those without experience in school dramatization.

The Merrill Readers: Primer, First Reader, and Second Reader. By FRANKLIN B. DYER and MARY J. BRADY. New York: Charles E. Merrill Co., 1915. Pp. 128, 128, 192.

Another charming series of reading-books for beginners. Both content and makeup are of high grade.

John Bunyan's Dream Story. By JAMES BALDWIN. Chicago: American Book Co., 1913. Pp. 197.

Pilgrim's Progress, Part I, retold for children of the upper elementary grades.

Simpler English Grammar. By PATTERSON WARDLAW. Bulletin of the University of North Carolina, No. 38, Part III.

An exceedingly useful and convincing presentation of the possibility of dropping unreal distinctions and describing English usage just as it is. All gerund-grinders should be compelled to learn it by heart.

Readings from American Literature. By MARY E. CALHOUN and EMMA L. MACALARNEY. Boston: Ginn & Co., 1915. Pp. 635. \$1.40.

Selections to accompany a history of American literature in advanced high-school or Freshman college classes.

Readings from Literature. Edited by REUBEN POST HALLECK and ELIZABETH GRAEME BARBOUR. New York and Chicago: American Book Co., 1915. Pp. 320. \$0.85.

A compilation for the first years of high school intended to lead to wider reading in the authors represented. The pieces included are in part by recent writers. Several lists of similar writings are appended. The work is well planned and will be widely used.

Readings in Literature. By T. ADRIAN CURTIS. New York: Charles E. Merrill Co., 1915. Pp. 193.

Intended for the grammar grades but really better adapted to the first year of high school. The selections chosen are in general well suited to reading by children.

Essay on Burns. By CARLYLE. Edited by Wilson Farrand. New York: Longmans, Green, & Co., 1915. Pp. 122. \$0.30.

Selections from American Poetry. By Frederick Houk Law. Boston: Houghton Mifflin Co., 1915. Pp. 122. \$0.25.

The Golden Treasury of the Best Songs and Lyrical Poems in the English Language. Selected and arranged by FRANCIS TURNER PALGRAVE. With Additional Poems. New York: Oxford University Press, 1907.

No. 133 of the "World's Classics Series," pocket edition. About 200 numbers of this series have been issued. The Palgrave is a good edition for school use.

Les Misérables. By VICTOR HUGO. Abridged and edited by DOUGLAS GORDON CRAWFORD. New York: Macmillan, 1915. Pp. 377. \$0.25.

The story of Jean Valjean with all of Victor Hugo's "asides" left out.

Reading in the Primary Grades. By FRANCIS JENKINS. Boston: Houghton Mifflin Co., 1915. \$0.60.

An attempt to apply the best contemporary theory so as to make it effective in the work of classroom teachers. The illustrations are drawn mainly from the River-side Readers.

The Young and Field Literary Readers. Book Five. By ELLA FLAGG YOUNG and WALTER TAYLOR FIELD. Boston: Ginn & Co., 1915. Pp. 384. \$0.60.